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ABSTRACT

Within broad guidelines provided by the Community College of Vermont (CCV), associate degree students write their own individualized, competence-based contracts. Development of the contract includes both assessment of prior learning, and planning for sponsored learning: These are integrated through a "degree development sequence" which includes a variety of workshops; regular meetings with review committee made up of peers, community practitioners and faculty, and CCV staff; and intensive counseling support. The CAEL special project was designed to take a close look at the problems encountered by students in the degree development process, and to create a set of written materials to help students develop better learning contracts. This report summarizes the results of the CAEL project to date. The project and outcomes are described in detail, and directions for future development are suggested. Although the full set of student materials developed in the project is not included, a detailed evaluation report of CCV contracting and review procedures, a copy of the interim report for CAEL, and a summary of an independent research study evaluating some of the impact of the degree development workshops on student values and career aspirations are appended. (Author/NHM)

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ED114154

STUDENT SELF-ASSESSMENT OF NON-SPONSORED LEARNING

A CAEL Special Project

Final Report

27 June, 1975

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INTRODUCTION

The Community College of Vermont grants the Associate degree upon completion of an individualized, competence-based contract. Within broad guidelines provided by the college, students write their own statements of competence, gather evidence to validate these assertions, and participate in ongoing review with a Local Review Committee of peers, community practitioners and faculty, and CCV staff. Development of the contract includes both assessment of prior learning, and planning for sponsored learning. These are integrated through a "degree development sequence" which includes a variety of workshops, regular meetings with the review committee, and intensive counseling support.

The CAEL special project was designed to take a close look at the problems encountered by students in the degree development process and to create a set of written materials for both students and teachers to help students develop better learning contracts.

This report will summarize the results of the project to date. The first section will describe the project itself -- its purpose, the tasks it undertook, the results of those tasks, and its projected outcomes.

Section Two will describe the outcomes in detail. It will include a rationale for the process, a description of the barriers encountered by students as they confront the development of their contracts, a description of CCV's model and degree development sequence, an explanation of the materials developed, and a summary of the first round of field testing of the materials.

The third section will describe the present status of the project and spell out directions for future development.

In the appendices will be found the full set of materials developed in the project, a detailed evaluation report of the CCV contracting and review procedures, a copy of the interim report for CAEL, a summary of an independent research study evaluating some of the impact of the degree development workshops on student values and career aspirations, and a brief bibliography of materials from other colleges that we found helpful.

1.0 THE PROJECT

1.1 Problem

Students find the task of identifying and articulating learned competence to be a difficult one. They have heard that CCV "gives credit for experience" but are unprepared to analyze that experience and determine in concise form what they actually learned from it. That significant learning means discovering what you know and planning how to learn what you don't, is quite different from their expectation that to learn you have to be taught. Thus, to make the transition from passive to active participation is a major barrier. The initial project proposal identified the following gaps in CCV's approach to assessing prior learning:

- we lack a clear definition of what acceptable competence statements are or what they do;
- we lack a full understanding of the kinds of conceptual problems met by students when asked to analyze their experience and articulate their competence;
- we lack a clear model for an instructional sequence to help students learn to derive statements of competence from prior experiential learning;
- we lack the variety of materials and alternative approaches necessary to meet the diversity of learning styles among contracting students.

1.2 Purpose

Hence, the purpose was

> ...to analyze the problems and barriers met by students in developing competence statements, and on the basis of this, to develop a training model with guidelines and materials to enable the student to assess her unsponsored experiential learning in clear statements of competence.

1.3 Projected Outcomes

The projected outcomes were:

- a rationale for the process in terms of overall educational goals;
- a description of the conceptual and emotional barriers confronted by students in assessing prior experience;
- a model sequence of exercises designed for use with students in a group setting aimed at helping them overcome the barriers;
- materials to support those exercises;
- results of a round of field-testing of the materials.

Section 2.0 will present these outcomes in detail.

1.4 Tasks

In order to reach the outcomes, a number of tasks were detailed. These are listed below with a brief summary of the results of each.

1.41 Survey existing material in competency-based education, especially work done with student-written statements of experiential learning.

The bulk of what we located relates either to teacher education or to specific job training. We were able to find very little material describing the kinds of broad competence underlying a comprehensive effort to help students learn how to learn. What we did locate is listed in Appendix E. Our search for help with student-written competence statements was even less fruitful, turning up only the excellent materials developed by Minnesota Metropolitan State College. We welcome any further references.

1.42 Analyze current practices at the Community College of Vermont in the assessment of prior experience.

This was carried out over a period of several months and resulted in a detailed report, "Contracting, Review, and Assessment Procedures", which culminates in a series of recommendations for internal development. It is found in Appendix B.

1.43 Identify problems met in the CCV process by students, staff, and community experts in working according to current practice.

This information, too, will be found in the above report. In addition, a discussion of the problems encountered by students appears in Section 2.2 of this report.

1.44 Identify the defining characteristics of a "good" competence statement and provide a number of examples.

Section 2.1 provides a definition and criteria for such a statement. Examples are included in the materials, packet II, d, 5.

1.45 Identify a model of the learning sequence through which the learner goes in confronting and overcoming the problem of assessing prior experience.

This is contained in detail in Section 2.3.

1.46 Develop a model teaching sequence and sets of materials for use by counselors or trainers in moving learners through the sequence.

Refer, again, to 2.3 and the materials in the Appendix A. Section 2.4 describes and discusses the materials.

1.47 Test materials

These were tested in five different workshops with a total of approximately 40 students.

1.48 Evaluate field-testing of materials and summarize results.

Section 2.5 contains discussions of the field testing.

2.0 OUTCOMES

2.1 Rationale

The primary educational aim of the college is to produce self-reliant learners who have learned how to learn. Such a learner is aware of his competence and values, can identify future goals, is capable of moving to meet those goals, and can affirm that the goals have been met. This requires the skills of self-assessment, planning, resource identification, implementation and self-evaluation.

The process of developing a learning contract provides the framework through which these skills are learned. The following are critical components of CCV's degree development sequence designed to bring about the learnings essential to a self-reliant learner.

Students write their own statements of competence

Fundamental to self-assessment is the ability to develop clear, original, yet specific statements of competence. A statement of competence is defined simply as "what you know or can do". It is an assertion in observable form which provides the basis for validation in conjunction with a knowledgeable assessor. It is roughly equivalent to the "behavior" portion of a behavioral objective, but generally does not include a description of evaluation setting or a quantifiable criterion. In most cases, it will describe a skill or knowledge that can be transferred to another situation. It is not a description of a learning experience.

Assessment of prior learning is integrated with the student's overall learning plan

Self-assessment should form the basis for planning future learning. It must, furthermore, be a continuous process applied to ongoing sponsored learning. It is not something done upon application to a program and then forgotten.

Evaluation is goal-referenced

The degree of competence to be demonstrated should vary with the individual student's learning goals. Hence, a student working in child development would not be expected to display the same types and levels of communication skills as one working in secretarial skills.

Assessment and evaluation are undertaken in partnership

Students are responsible for developing assertions of their competence. In conjunction with knowledgeable assessors, they develop the criteria and standards for evaluation. Together, they plan the methods by which they will demonstrate their competence and the levels at which they must perform.

In a carefully designed assessing planning-learning-evaluating sequence, all of these parts should work together to produce a student who sees herself as "constant learner", capable of taking responsibility for her own life and learning, long after she has left CCV.

2.2 Barriers

On the basis of interviews with students, staff, and teachers, the following appear to be the major barriers confronting students when they undertake the development of their contracts.

"I just can't find the time"

Most CCV students are working adults. Many come home to a houseful of kids at night. They find it difficult to make time at the end of a full working day to do the kind of intensive "homework" required. Although there is wide variation, a conservative estimate would put the total time for out-of-classroom work at 120 hours. On top of this, CCV's current degree development workshops do not bear an obvious relationship to the student's course of study. They often appear to be simply another class added to an already busy schedule. In a non-credit system, the direct payoff is not always apparent.

"Why don't you do it like everyone else?"

On first hearing of CCV, students assume that it is an opportunity to "get credit for experience". When they discover that the process demands intensive and often exhausting reflection and analysis of their experience, many lose their initiative.

In addition, the competence-based approach is entirely new. Virtually all of our students, away from formal learning for years, bring with them assumptions about "real college" which have no meaning in the CCV context. Considerable time and energy must go into understanding our unique language and procedures.

"I'm a terrible writer"

The necessity to reflect upon experience demands a great deal of writing. Almost universally, students view themselves as "bad writers". There is a consequent tendency to censor themselves before they even se. pencil to paper. This can result in hours spent in frustration before blank pages -- or equally often, sheer procrastination.

"I can do it, but I can't explain how"

Adults, unfamiliar with the predominant thought processes of higher education, tend to think in very concrete terms. Essential to separating learning from description of experience is the ability to think abstractly. The problem is especially acute when we ask students to break down their statements into smaller, observable parts. Our criterion, that the competence be generalizable to other situations, only makes the task more difficult. As a point of speculation, could it be that the recent "right-brain, left-brain" research will help us here?

Corrolate to this problem is the difficulty students often have in setting long-term goals for themselves. The ability to pull their feet out of the mud for a moment -- to fantasize -- is not highly developed in most students. For someone struggling to keep one foot in front of another, star-gazing can be highly threatening.

"How can I lay my whole life on the line?"

Assessment of one's own skills requires a certain degree of self-analysis. Although the intensity of the task varies with the particular student's goals, for everyone this is a time of personal reflection. Students often have difficulty deciding how deeply to cut -- how personal their self-assessment should be. For many, going to college is an enormous new step. It is frightening. At such times, it is hard to find the right level of self-assessment.

"I don't like to brag"

Writing clear, simple assertions of what they know or can do seems to many students an "egotistic" and unnecessary gesture. "Just let my committee see what I can do and let them decide" is a common reaction. Often rooted in a low sense of self-esteem, these reactions speak again to the core of a competence-based approach. If our purpose is to help students raise their self-esteem, we must do more than simply tell them they must become more self-assertive. To make an assertion of competence is to lay yourself on the line. Other students, CCV staff, and especially the Local Review Committee loom as potential judges. Faced with this, it is much easier for the student to take the low road -- "you tell me what to do."

It should be apparent that these are organized in a rough hierarchy of complexity, moving from administrative and logistical problems, to knowledge acquisition, to concept formation, and finally to affective barriers. While this is a convenient analysis, it does not imply that the problems are discrete. Rather, each interacts with the others in a myriad of ways.

2.3 A model sequence

Based on the problem analysis, a model sequence of instruction would have to be sufficiently comprehensive to address the logistical, conceptual, and emotional barriers of students in a holistic way. A successful model must:

- be flexible enough to allow students to move in and out of the sequence as their time schedules permit;
- provide sufficient support that sheer logistical problems (babysitting, transportation, financial aid) can be met;
- provide information about CCV in clear, simple terms that students with traditional expectations can readily understand;
- emphasize from the beginning that writing is an essential component of the process and provide for a great deal of free-writing without judgment;
- relate clearly to other aspects of the instructional program;
- provide instruction and practice in abstract thought and the process of analysis, including
    - . exercises with specific questions for analysis
    - . movement in exercises from concrete to abstract
    - . exercises to encourage fantasy and "star-gazing"
    - . practice in applying such generalizable skills as problem-solving and decision-making.
- provide close, personal support to establish an atmosphere of trust between student and instructor as well as among students.
    - . development of peer support groups
    - . provision of clearly accessible role models
    - . opportunity to share experiences and skills
    - . specific help in techniques of validating competence
    - . non-threatening rehearsals for committee meetings
    - . opportunities to explore values and career aspirations

As students move through the sequence, they will accomplish the following tasks:

1. Identify broad learning needs and basic study skills
2. Establish goals
3. Summarize past experience
4. Identify significant past learnings
5. Identify future learnings
6. Develop study plan
7. Implement plan
8. Assess all learning as competence
9. Validate competence
10. Complete contract

The following model attempts to meet these criteria and provide a framework for students to accomplish the tasks. It contains four major functional components: screening, planning, implementing, and evaluating. For reference, see the diagram on page 10.

I. Screening

On the basis of an initial needs analysis, students will identify the route they wish to follow to the degree. The colors (serving to indicate perhaps waves rather than discrete particles) indicate paths likely to be followed by students with the following characteristics:

Red: students have a clear idea of what they want and how to get it, they move directly to goal setting, possibly even skipping further formal learning.

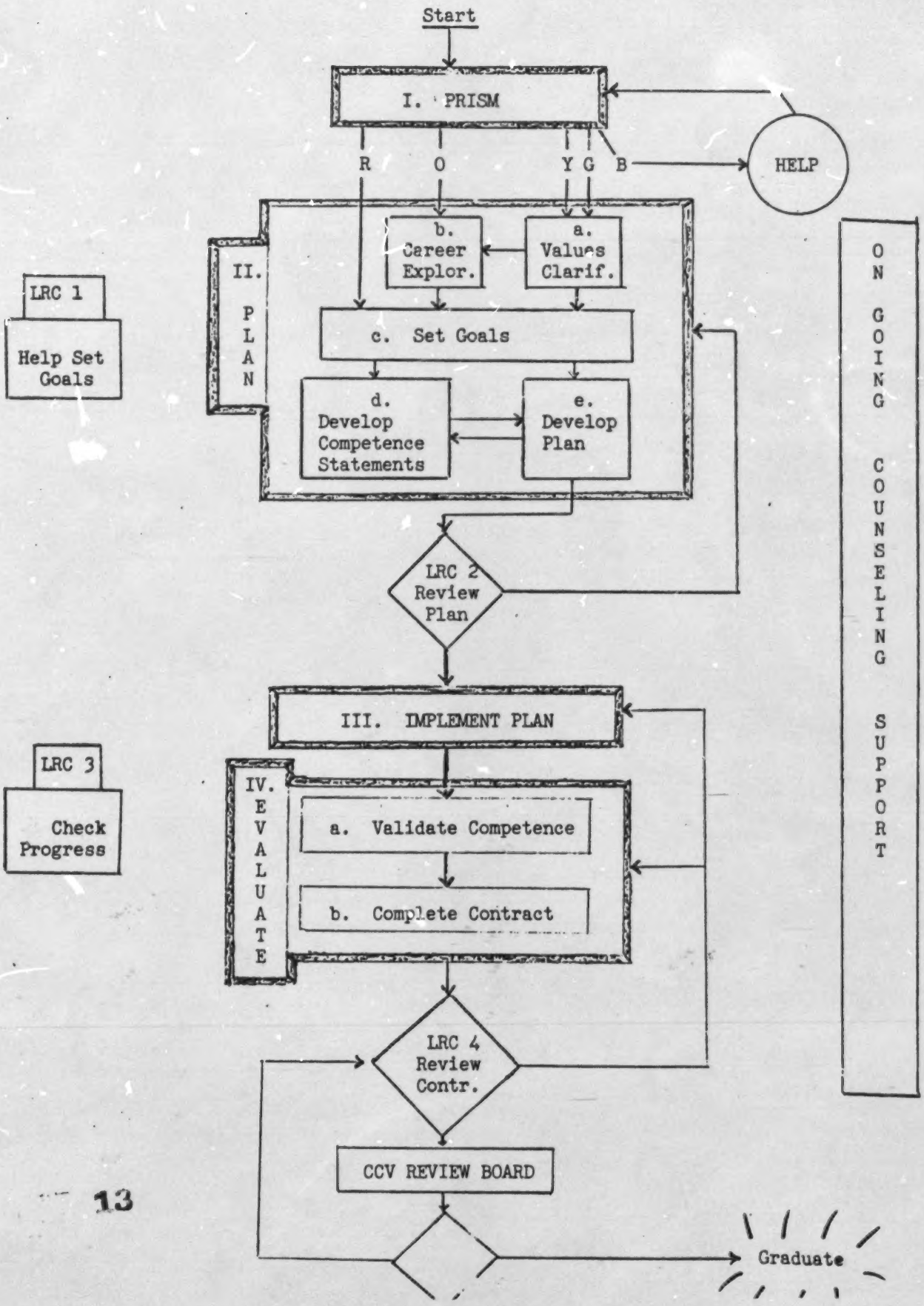
Orange: students have a firm sense of overall direction but wish to explore some alternative careers and need to identify specific learning needs; they move to career exploration first;

Yellow: students need to "get it together" before they commit themselves to specific career identification; they go first to values clarification activities;

Green: students need to clarify some values and establish general directions, but choose not to specialize in a career at this point;

Blue: testing in basic study skills reveals that students need straight remedial work before they actually move into the degree program.

CCV DEGREE DEVELOPMENT SEQUENCE



II. Planning

This component begins with entry at points (a), (b), or (c), and ends with the completion of a study plan in the form of an unfilled contract. The materials packets are designed to take students through each of the sub-parts of this component. In general, (a) and (b) are done is separate workshops of varying length. Parts (c), (d), and (e) may be combined in a single "contract workshop" of 10 - 15 weeks, or may be handled in shorter segments.

III. Implementation

This is the actual formal learning part of the sequence in which the student moves to fulfill the contract in a number of ways, including formal classes, independent studies, on-the-job training, apprenticeships, or workshops.

IV. Evaluation

Here, the student completes the development of competence statements, validates the competence in a wide variety of ways, and ties it all together. The materials packets for this component are written directly to the student and the validation process is generally carried out either as a part of a contracting workshop or in individual consultation with a CCV staff member.

The Local Review Committee (LRC)

Throughout the entire process, the student meets regularly with a committee of a peer, a teacher, a practitioner, and a CCV staff member. Functions are:

LRC_1 - Initial guidance and goal-setting

LRC_2 - Confirmation of study plan

LRC_3 - On-going review and progress check

LRC_4 - Final confirmation and recommendation for degree

The CCV Review Board

Comprised of ranking CCV staff and community members, this board provides an overall quality control function and point of appeal for students. This board awards the degree.

Because the diagram includes components of the CCV degree process lying beyond the scope of this report, we have omitted further detail. For more information, on the review functions, refer to the "Contracting, Review, and Assessment Procedures" report in Appendix B.

On-going counseling support

Upon entry to the sequence, each student is assigned a counselor who provides regular, personal contact. The counseling functions include providing information about the college, helping in "close=up" work on the contract, arranging for needed learning resources, and extensive personal guidance and support.

Learning outcomes

As the "Rationale" suggests, by the time a student has completed the entire degree development sequence, she should have learned the skills of self-assessment, planning, resource identification, implementation, and self-evaluation in addition to the specific competence identified in her contract. But more important still, she should have learned how to be a self-reliant learner, making, along the way, these discoveries:

- my life is filled with rich experiences, both positive and negative;
- I learned a lot from those experiences;
- I know and can do more than I thought
- I have a clearer idea of where I want my life to go;
- I know how to plan to make it go that way;
- I know how to get the learning I need;
- I am a competent person and can prove it.

2.4 The Materials

At the heart of the entire project are the materials. They have been designed to mesh with and flesh out each of the stages in the degree development sequence. Some are written directly to students, some are written for use by instructors and counselors. All are gathered together in a notebook for use by staff. Because of a tight schedule, some packets remain to be developed. Such ommissions are detailed in Section 3.0. There follows a listing of the materials with a brief explanation for each. More detailed instructions are contained in the beginning of each packet.

Basic Orientation Package

This contains short hand-outs, written mostly for students, explaining various aspects of the CCV process. They are intended for use by instructors in answering specific student questions. They also have proven helpful as foundations for group discussion among students, and as training materials for community adjunct staff.

Introductory Exercises

Written for group workshop leaders, these provide a number of ideas for helping group members to get to know one another in a meaningful, yet non-threatening way. When used with sensitivity, they will help to set an all-important tone of mutual trust and sharing among students.

Values Clarification

Because so many excellent materials already exist in this area, we have simply produced a short statement of how this component fits into the overall sequence and included a selected bibliography of materials we have found particularly helpful. This component generally appears as a regular part of our course offerings. In some cases, the contract workshops will include some values clarification exercises if it appears appropriate.

Career Exploration

Included here is a variety of exercises for use in group workshops designed to help students both identify career directions of particular interest and identify the skills needed as part of their degree program. Some of the exercises are borrowed, some are original.

Developing Competence Statements

This is a sequenced set of exercises designed to take students from resume development through identification of competence learned from experience to the writing of good statements of their competence. It includes suggestions for use of the materials with groups.

Developing Your Plan

Written to the student, this packet helps students to separate what they have already learned from what they still need to learn. It culminates in the completion of a study plan to take to the review committee.

Validating Your Competence

Again addressed to the student, this packet helps to explain to the student how to go about gathering evidence of his competence. It includes some criteria for good evidence, sample letters and guidelines for external assessment, and a variety of suggestions for assessment of different kinds of competence.

Completing the Contract

As of this writing, this is simply an explanation of the narrative, with accompanying exercises and a checklist of "things to do" in preparation for the final review committee meeting. In the future, it will include more detailed instructions and explanations of final CCV procedures.

2.5 Evaluation of the Materials

The materials were used in some form in five separate "contracting workshops" of 10 - 15 weeks each. A total of approximately forty students were exposed to them. Because we were trying to develop the materials and field test them as we went along, it did not seem reasonable to set up a rigorous evaluation scheme.

Hence, we do not have data on the impact of these materials in terms of measured learning outcomes. A previous study of workshops before the materials were developed is summarized in Appendix D. Plans for future development of materials and a more systemmatic evaluation of their effect appear in the next section of this report.

Nonetheless, we received a great deal of feedback from instructors and students. This was incorporated into the revised materials as they are included here. It was essentially anectdotal and resulted in a substantial number of changes in the exercises. More is undoubtedly yet to come and the user of what we have done thus far must be aware that the materials are still very much subject to change.

3.0 STATUS

The project is by no means completed. Much remains to be done, specifically in three areas.

3.1 Further development of materials

a. The screening system remains vague. When completed, it should:

- allow students to decide which route, if any, they want to follow toward the degree;
- help students identify basic skills needed before entering the process.

b. The section on setting goals needs clarification. This is currently done primarily with our counseling staff. We need to move the activity closer to the early involvement of the Local Review Committee. We need also to provide a much wider variety of materials to help students and community resource people identify needed skills.

c. Extensive work is needed to help students learn how to make fuller use of community resources to design their own learning opportunities.

d. There remain a number of materials to complete for the basic orientation package.

e. Perhaps integrated with (b) above, there is a major need to provide Local Review Committees with clearer orientation materials and training opportunities to improve their functions. Foundations for this study are laid in the CR*P report in Appendix B.

3.2 Further refining of materials already developed

Full field-testing of the materials included here must be carried out. As suggested in 2.5, our initial evaluation was sketchy at best and we need to see how the materials and sequence work when used as a full unit.

3.3 Outcome evaluation

In a sense, this entire report, especially the "rationale" has been a set of assertions about the sorts of "metalearning" outcomes that can result from a carefully-designed degree development sequence. We have specified a range of learning outcomes that "ought to" result from it. A rigorous evaluation program to test these assertions would be of significant importance not only to CCV but to any CAEL institution wishing to move in the directions suggested here.

APPENDIX B

REPORT OF
THE PROJECT ON
CONTRACTING, REVIEW, and ASSESSMENT PROCEDURES

Learning Services

June 10, 1975

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INTRODUCTION

Ever since the decision was made to offer a degree, CCV has reverberated with a continual hum of discussion over how to do it.

Several key parts were in place from early on -- the competency base, the contract, a commitment to serve vocational needs, and the Review Committee procedures. The problem was how to make all these work together so that students remained in control of their own learning.

The basic pattern emerging over the past two and a half years has worked well. It has produced over 100 graduates of exceptionally high quality; it has attracted national attention for its uniqueness; it has been generally evaluated by students as having been a rich and rewarding experience. Nevertheless, there have been problems.

The purpose of the Contracting and Review Assessment Project has been to take a long, hard look at the whole process - to assess where we have been, to determine where we are now, and to make recommendations for future changes. This "CR*P Report" contains the results of our assessment, descriptions of important aspects of our current systems, and a number of recommendations for future development. These recommendations have been discussed by the CCV Review Board, reactions have come from the staff and what is contained here constitutes a final set of action proposals for approval by the Decision Team.

A. METHODOLOGY

The broad purpose of the project was defined at the outset:

> To examine all aspects of the CCV review and contracting process and to recommend changes to the CCV/Review Board and Decision Team for implementation.

Our examination focused initially on five major areas:

I. The present program
II. The contract format
III. Local Review Committee procedures
IV. The counseling process
V. Graduate criteria

These areas generated a number of specific questions to which we sought answers in a variety of ways. These included:

- personal interviews with all CCV staff members
- personal interviews with all CCV Review Board members
- questionnaires sent to all graduates
- questionnaires sent to a sample of teachers
- questionnaires sent to a sample of students currently developing contracts
- questionnaires sent to all Local Review Committee members
- personal experience as LRC chairperson, counselor, teacher in the contracting process, and CCV Review Board member.

In order to come up with a set of clear recommendations, from the mass of detailed, unorganized, and often conflicting data, it was necessary first to determine what the whole degree process was designed to produce. Hence, we began by identifying four general criteria of competence for our graduates. This done, we identified some basic questions. We have termed these "Issues", expressed an opinion about them, and submitted the recommendations of the CCV Review Board. The remainder of the report deals directly with findings on major problem areas and makes recommendations.

B. ISSUES

A handful of Basic Questions has been with us from the beginning. This report will not attempt to provide Basic Answers. We will, however, raise the issues to visibility, express a position, and make recommendations for some beginning answers.

1. Should we offer an alternative to the contracting system?

Some students find the present system difficult. Because we offer no simpler or more traditional alternative, goes the argument, we are effectively sifting out only those students who are motivated to learn on their own. We are sifting out those very people we are mandated to serve. For that reason, we ought to provide a more structured curriculum for those who need more structure.

Our response is that there undoubtedly are many students who need more structure than we are providing. It is imperative that we work steadily to provide back-up material for such students -- material that would provide sample statements of learning outcomes, materials that would help students discern more clearly what specific skills they must learn to develop their degrees, and materials that would suggest helpful course sequences to meet programs in which there is a clear hierarchy of learning to develop.

The fault, we would argue, lies not with the existence of a contract, but rather with the effectiveness with which we use the contracting process. Before we turn to alternatives which would be less conducive to developing autonomy, we must explore how we can better serve these students with a high need for structure within the contract system.

RECOMMENDATION:

That the college place major emphasis on providing comprehensive "back-up" materials to help students and Local Review Committees make contracts more specific.

2. Should we insist that students show growth to receive the degree?

In a pure sense, a competence-based system is based on the assumption that if a person is competent, she should receive the degree -- regardless of where the competence was developed. It would follow then, that if William Shakespeare walked in, showed us his works and otherwise demonstrated his competence, and demanded a degree, we'd grant it. No required courses, no further demands.

Those who do not accept this basis would argue either that he take a values clarification workshop, or at least that he write another sonnet for his Review Committee.

Our position is that while we should, indeed, minimize the numbers of such students, the process of developing the contract and demonstrating competence is, in and of itself, a deeply educational process. If contract development proceeds through its prescribed phases, the result will inevitably be growth. The difficulty is that while we implicitly operate on this assumption, we have not made it explicit.

RECOMMENDATION:

That materials be prepared for both students and Local Review Committees which clearly state that students are expected to show growth while at CCV along the four major criteria -- personal, social, manual/physical, and intellectual.

3. Should we insist that students indicate breadth as well as depth?

Occasionally, students have "slipped through" our system and demonstrated a great deal of specific competence, but have left us feeling that they seriously lacked breadth. It has been suggested that we require students to indicate that they have explored at least one area new to them in the contracting process. We would not recommend that this be made a requirement.

RECOMMENDATION:

That students who take no CCV courses should indicate some commitment to CCV by tutoring, giving a seminar, or otherwise repaying the college in kind for a period of at least one term.

4. Do you have to know what you can do, or is it enough just to do it?

This rapidly becomes a very complicated question. For some students, the discovery that "you have to know what you know" is a tremendously important one; for others, the process of abstracting, of "talking about" what they feel they can do anyway, is difficult and unnecessary. This latter position takes on particular significance in the case of the manual and physical competence areas: must you talk about how you hike as well as actually do it?

To oversimplify, we hold that most learning involves both doing and understanding. Just as practice is informed and improved by theory, so also is the opposite true. We would recommend that in the counseling, teaching, and contract development process, the student be made aware of the value of both. In as many cases as possible, she should develop competence at both levels. But we would not recommend that the degree structure be modified to insist on it.

C. THE FINDINGS

(A Summary of the findings appears on pp. 28-30)

1. OUR GRADUATES

By definition, any educational experience has an impact on a student. Most institutions attempt, in some way, to control the nature of that impact. CCV is no exception. Despite occasional attempts to claim that "we only exist to serve student need", we are forced again and again to admit that we do, very much influence our students -- and we influence them largely in terms of our own values. Because our personal values vary significantly, the college has been forced to confront more sternly the question, "what are our institutional values?" In an effort to lay a framework for answering that question, we placed major emphasis on asking all groups interviewed, "What should our students be like?" The question was designed to elicit reflections and discussion leading to the development of some criterion statements against which we might begin to measure how effective our many styles, procedures, and systems are at producing the sort of graduates we believe we should.

After a great deal of discussion and analysis, we have come up with a small number of general statements that serve as a broad basis for making the recommendations here as well as determining our effectiveness as we go along.

A sampling

Well over one hundred different criterion suggestions were offered. Their variety is considerable. "What should our graduates be like?" is a seminal question. Appropriately, the responses were fertile. Here are some:

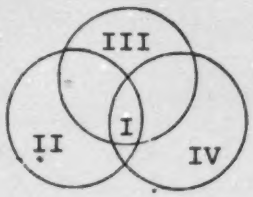
- they should know what they want and feel they can get it
- they should have a basic grasp of the language and content of their subject field
- they should be able to think abstractly and be articulate
- they should know how to go on learning
- they should be trustworthy, not be manipulative
- they should have an increased sense of their own worth
- they should be better equipped to get the kind of job they want
- they should be tolerant of ambiguity
- they must be able to write with a basic minimum of skill
- they should be able to get involved in community affairs.

A proposed model

CCV has, since its inception, affirmed that competence must be demonstrated in three realms: competence with things, people, and information. This has been critically important throughout our development and should continue to be. The problem is that a significant number of the criteria emerging in our study do not fit readily into any of the three categories. Rather, they seem to form a fourth cluster -- somehow of a different dimension -- focused on the student within, rather than on relationships without. It would seem to make sense, therefore, to suggest that the missing element has been at the intersection of our three rings. Hence:

I. Personal Competence

II. Social Competence



III. Physical Competence

IV. Intellectual Competence

Using this as our paradigm, it becomes obvious that there is a central relationship to all areas lying within the student. This then provides a framework into which virtually all of the suggested criteria fit readily.

I. Graduates should be better able to guide the directions of their own lives.

- they have sufficient self-awareness to identify areas for future growth and to work toward their goals;

- they can communicate effectively.

II. Graduates should be better able to work and live as productive community members.

- they are sufficiently aware of their surrounding community to establish effective community relationships;

- they have developed awareness of the cultural and historical setting of their community.

III. Graduates should be better able to use their physical attributes effectively.

- they are aware of how they interact with their physical environment;
- they possess a reasonable degree of physical competence.

IV. Graduates should be better able to think critically and creatively.

- they can think analytically in dealing with information, making decisions, solving problems, and evaluating;
- they can act creatively;
- they possess a significant level of knowledge in a chosen field.

RECOMMENDATIONS:

a. That the college recognize formally the recommended four criteria and the areas of competence as essential characteristics desired of any graduate.

b. That consideration be given to developing a detailed follow-up study of graduates including a model to measure growth along these criteria.

2. THE DEGREE PROGRAM STRUCTURE

The working draft of this report concluded that there was a need to make changes in the current degree program structure. We identified three alternative approaches to the task and requested the CCV Review Board to select one. The Board chose "Alternative Three", the least structured of the choices presented. The broad outlines of this approach are sketched below.

The new structure is different from the previous one in that the college will no longer require the "program goals" identified for each "program area", i.e., Human Services, Administrative Services, and General Studies. Instead, the college will require that all students demonstrate competence in ten "areas of competence":

1) Self-awareness
2) Interpersonal competence
3) Community relationships
4) Cultural and historical awareness
5) Interaction with physical environment
6) Physical competence
7) Creative competence
8) Analytical competence
    - -dealing with information
    - -making decisions
    - -solving problems
    - -evaluating
9) Knowledge
10) Communication

The present programs will be retained as guidelines for students and Local Review Committees, but the actual "labeling" of the degree will be agreed upon between the LRC and the student. This implies an expanded role for the LRC. There must be an early meeting between committee and student to identify the learning that must be acquired or demonstrated by the student. At a later meeting, this is crystallized into a plan for approval. For details, see the description of the "degree development sequence" in Section 3.

As before, the program outline sheets in the contract will link four major components. In place of "program goals", however, will be the area of competence. What were previously called "objectives" will be "statements of competence". And what was called "documentation" will be labeled "evidence".

RECOMMENDATION:

a. That the college incorporate into planning a detailed schedule for full implementation of the new structure.

b. That all present documents be re-written to describe the new procedures.

3. THE DEGREE DEVELOPMENT SEQUENCE

Initially, the business of "writing a contract" was seen as an individual series of steps taken by the student with the help of a counselor and the Local Review Committee. As it became apparent that this was both inefficient and lonely, we began to move toward use of group settings. These "contracting classes" have become central to our activities. As our experience has grown, we have begun to discover some new problems. Not every student starts at the same place. Moreover, all move at different speeds. Working effectively with a variety of student needs in a single group has proven difficult and frustrating for students and counselors alike.

In addition, Local Review Committees have been accosted with students at a bewildering variety of states and readiness. Sometimes students arrive with very little idea of what they want to do and less in the way of a plan to do it. At other times, students arrive with their entire plan in hand, all documented, expecting to receive the degree. Clearly, the task varies from meeting to meeting.

In an effort to view the degree development process as a total system, we have sketched the charts on pages 16 and 17. Basically, we view the process as consisting of four discrete parts, incorporating activities of the Local Review Committees, the student, and the counselor.

I. PRISM

When a student first expresses interest in working toward the degree, she is referred to the screening process. This is essentially a means of self-selection and consists of clear orientation to the possible roads ahead so that she can decide which is the most appropriate route to follow. There will probably be some form of objective testing as well, but the details remain fuzzy at this point. It has been suggested that the analogy is really more to a prism than a screen for what emerges is in terms of waves rather than discrete parts.

The routes available would be as follows:

Red: for the student who feels she has has everything she needs and only has to write a contract and document it.

Orange: for the student who knows what he wants but still needs to develop in certain areas.

Yellow: for the student who knows what general area she wants but needs to explore more specific career or work possibilities.

Green: for the student who has a lot of experience but no idea what to do with it.

Blue: for the student who lacks basic learning skills and needs remedial work before beginning contracting.

II. PLANNING

This phase consists of several parts, each of which may be addressed separately, in accord with the student's particular need. The Planning Phase is over when the student presents her study plan to the Local Review Committee.

A. Career Exploration

For students who want to know more about what careers they might pursue, this provides a series of workshops and exercises to help them find out what is possible and what skills they will need.

B. Values Clarification

For students who are unclear about their future directions, this provides a chance to explore their likes and dislikes, strengths and weaknesses, and to begin determining some goals.

C. Set Goals

This is a crucial step for all students. The groundwork is laid with the counselor and in groups. The LRC plays a key role here in helping the student early on to determine what skills she must identify in her plan.

D. Assessing Where You Are

This consists of a series of exercises designed to help the student assess all her relevant prior experience and come up with a list of current competence.

E. Developing a Plan

At this point, the student goes through a set of steps aimed at helping her to put together all the previous information to establish what competence she needs, how she will gain it, and how she will demonstrate that she has it.

III. IMPLEMENTATION

At this phase, the student carries out the plan. Any changes of a major nature must be cleared with the Local Review Committee. This phase is over when the student determines that she has completed the plan and decides to "wrap it up" for final review.

IV. EVALUATION

Regardless of what path they have followed previously, all students will go through the same steps here.

A. Assessing all learning

Whereas the earlier assessment exercise formed the basis of planning, this time the student will assess his learning in terms of the particular degree goals and competencies for which he wishes to receive the degree.

B. Validating competence

This consists of a variety of materials and exercises helping the student to confirm that she does, indeed, have the competence she claims. Some validation of competence may be demonstrated, other may be supporting material indicating in one way or another that the student is competent.

C. Completing the package

This is a checklist and supporting material to help the student make sure everything is in order for the final meeting with her committee.

RECOMMENDATIONS:

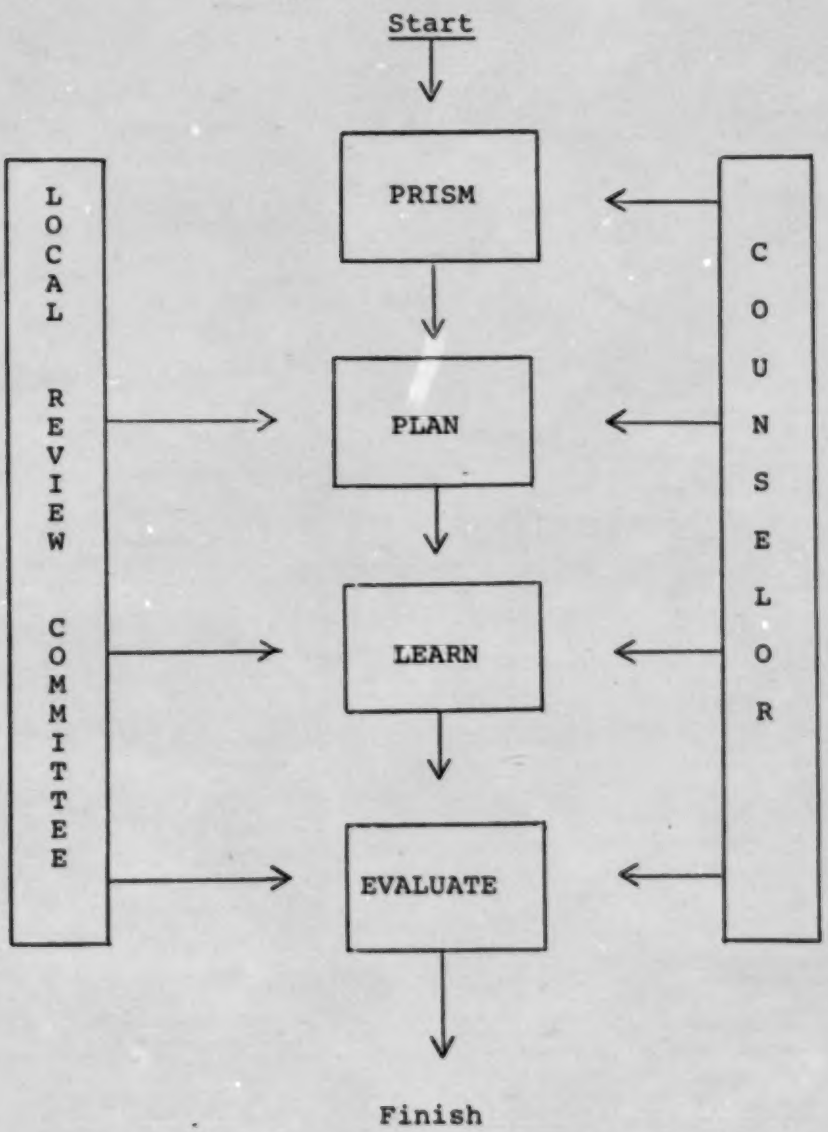
a. That the college adopt the model presented and use it as the basis for planning future activities, developing materials, and identifying staff functions.

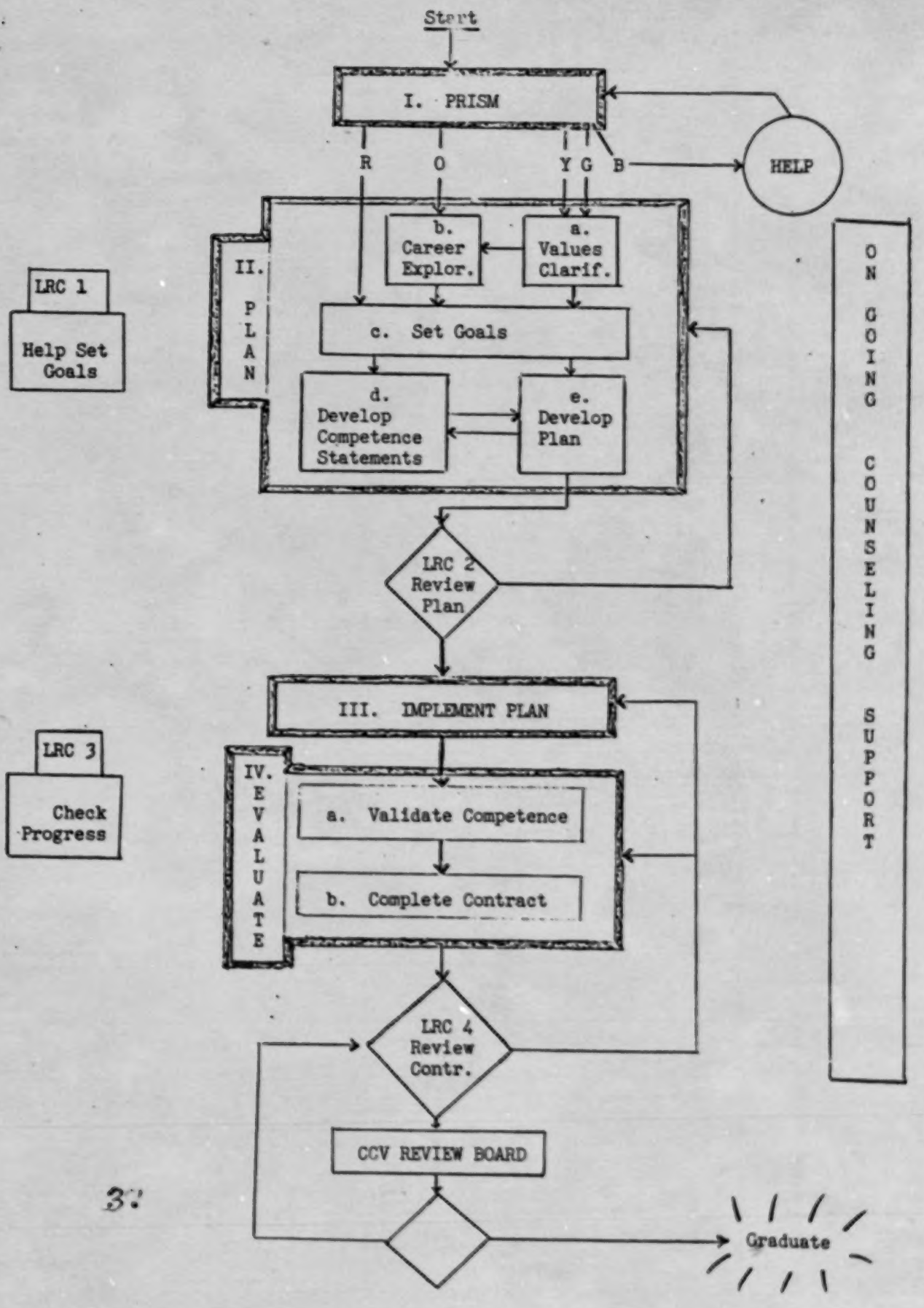
b. That the college place major emphasis on the development of specific materials to support students, staff, and Local Review Committee members at every phase of the contracting process.

c. That the college place equal emphasis on training for staff and Local Review Committee members in the implementation of the process.

CCV DEGREE DEVELOPMENT SEQUENCE (simplified)

This is a simple flow diagram showing the major phases that a student goes through from start to finish. It also suggests how the Local Review Committee and Counselor help along the way.




Start
I. PRISM
R
O
Y G B
HELP
II. PLAN
b. Career Explor.
a. Values Clarif.
c. Set Goals
d. Develop Competence Statements
e. Develop Plan
LRC 1
Help Set Goals
LRC 2 Review Plan
III. IMPLEMENT PLAN
IV. EVALUATE
a. Validate Competence
b. Complete Contract
LRC 3
Check Progress
LRC 4 Review Contr.
CCV REVIEW BOARD
Graduate
ON GOING COUNSELING SUPPORT

Local Review Committee Functions

In accord with these steps, the Local Review Committee clearly has certain functions.

LRC_1 Initial Guidance and Goal Setting

At this point, the student will meet with her committee for initial guidance. She may simply want some ideas about where to go to get started, or may have certain basic questions or reservations. At this meeting, she will identify the skills and knowledge which the LRC feels she must gain in order to receive the degree. In such a meeting, the committee acts basically as an advisor. This is not a judgmental session.

LRC_2 Plan Confirmation

This is a decision point. All students must pass through this point to receive confirmation of their plan. Although they may, indeed, seek advice and additions, this meeting must make the decision as to whether the student is ready to proceed or not.

In the case of "red" students, the meeting must decide if the student "has enough" to proceed directly ahead to the "Evaluation" phase.

LRC_3 Mid-course check

This function is essentially for "mid-course correction". A student may have a number of these meetings. Generally, the committee will be advising rather than deciding. The one exception would be when the student has substantial changes to propose in the initial plan. In such cases, the committee must give its formal approval.

LRC_4 Final Confirmation

Here, the primary function is judgmental, although there may be a certain amount of future planning and advising as well. At this point, the student submits his final completed contract will all supporting material. When the committee confirms that the contract is, indeed, complete, they recommend the student to the CCV Review Board for the degree.

The Counselor Functions

In accord with the model, several distinct counseling functions also fall out.

C_1 Initial screening

Here, the counselor helps the student to understand the forest that lies ahead and to select a most appropriate pathway.

C_2 Remedial help

This job involves helping the student determine how to develop the initial basic study skills necessary before the contracting process can begin.

C_3 Goal Clarification

This requires one-to-one or group work in leading the student toward greater clarification of her values.

C_4 Career Exploration

This involves helping the student to become more specific about career or job choice. It may be done either through reference to resources or through workshops.

C_5 Plan Development and Confirmation

This means helping the student to put together a good plan and presenting it to the Review Committee.

C_6 Learning Implementation

Here, the counselor advises students on how they might go about carrying out their plan. Often, a good deal of personal support is also necessary at this point.

C_7 Evaluation

At this point, the counselor helps students with the whole process of "pulling it together". It involves everything from helping in the development of statements of competence to gathering validation material to assuring that everything is ready for the final Review Committee meeting.

Although these functions are fairly distinct and may require quite different skills or preferences, it does not necessarily follow that they must be carried out by different people. The important point is that they be recognized as being distinct functions. Thus, site planning can be developed to allow the best fit of person with task.

4. THE LOCAL REVIEW COMMITTEE

One of the most innovative and significant parts of the entire CCV structure is the Local Review Committee. Considering that we have virtually thrown the participants together with very little prior training or orientation, LRCs have been remarkably successful. The belief that this function should be in the hands of the community and the conviction that it can be, has been largely vindicated.

This is not to say, however, that we are without problems. Comments from participants at all levels have revealed a variety of problems, ranging from the global, "We don't have any idea of what we're supposed to do," to the mundane but disturbingly frequent, "They take so much time to set up!"

Broadly, the problems broke into two general areas:

1) Local Review Committee functions are not clearly delineated or understood. Students are nervous about them; members are unfamiliar with our rules and their responsibilities; staff are concerned about the apparent lack of standards and dearth of specific materials for guidance; and almost everyone agrees that the brief time is not enough to allow truly beneficial interaction. In general, it appears that we are not yet making the best possible use of the Committees.

2) The Committees are difficult to organize. Membership fluctuates from meeting to meeting, important members are sometimes absent when most needed, a large amount of staff time is consumed simply in setting up the meetings. This seems to be largely because members are generally working people donating their time. The consensus is that we can only expect so much from such community people -- and we are demanding more.

We would make the following recommendations:

RECOMMENDATIONS

a) Clearly identify the "fit" between the Local Review Committee and the degree development process. On this basis, identify the particular functions to be played at each stage of the process. Relate this to the roles to be played by members.

b) Develop a detailed and comprehensive set of guidelines for LRC members clarifying the above model and clearly specifying the nature of the role to be played at a particular time.

   Include in the guidelines whatever supportive materials may be necessary, explaining college procedures, ground rules, policies, and expectations.

c) Develop a sequence and supportive materials for a comprehensive orientation and training procedure for LRC members.

d) Establish a staff, student, expert "Study Group" to explore how we can develop clear program standards for use by students and LRCs.

e) Place high college priority on obtaining funding to provide some form of reimbursement for LRC members.

f) Identify criteria and required competence for the chairship of LRCs and select from the college staff at large for the position.

5. THE CCV REVIEW BOARD

This was the least controversial of all matters discussed in the project.

RECOMMENDATIONS:

a. That the college accept the following functions for the Board:

1 - to provide a final point of appeal for students, Local Review Committees, or staff people who wish a final ruling on a matter;

2 - to ensure college-wide consistency by sampling contracts across sites or programs;

3 - to provide rulings on degree policy and procedures emerging from selected contracts;

4 - to provide a mirror of community standards and reactions to student work;

5 - to carry out continuing review and evaluation of the entire contracting and degree process at CCV and to make recommendations for changes to the Decision Team.

b. That the college develop and make generally available a clear explanation of how the review process operates at this level, including criteria for referrals to the Board.

6. TEACHERS

The original draft of this report contained no section dealing directly with how teachers fit into the degree development process. As one CCV Review Board member put it, "As I read the report I saw frequent reference to 'learning', 'students', and 'competencies', but no mention of "teachers!" It seems that teachers are too often forgotten members of the CCV community. This is a serious omission.

In the teacher questionnaire, sent to solicit teachers' views about how to improve the contracting and review process, there was frequent mention of the need to inform teachers more fully of how contracting works and of how they can be more effectively brought into the process. The responses were a gold mine of creative suggestions.

RECOMMENDATIONS:

a. That the college incorporate into its planning a major effort to explore and implement ways to integrate more fully what students need to learn as a part of the contracting process with what happens in the classroom.

b. That included in the effort be:

- ways to help students make better use of their teachers;
- ways to inform teachers more fully about the contracting process and what part they can play in it;
- ways to help teachers design their courses to focus on the college competence areas, including assessment of past learning.

7. A MECHANISM FOR ORDERLY CHANGE

Because we are inventing our own systems largely out of the air, we must expect that at least half of what we produce at any given time will be obsolete within a year. Change happens fast and continuously.

At the same time, the pell-mell rate of change during the last several years has left our students often confused and sometimes angry. We all know what it has done to our staff.

There is a clear need to remain responsive to needs for change, yet at the same time to contain change so that it happens in an orderly fashion.

A clear solution would be a standing committee to meet in March and September. It would be comprised of two College Council members and the Director of Learning Services for the purpose of gathering and making recommendations for change in the Contracting and Review Process. This group would meet twice a year, in March and September. Recommendations made to the Director of Learning Services would then go to the CCV/Review Board. After discussion, the recommendations of the Board would be forwarded to the Decision Team.

RECOMMENDATION:

> That a standing committee as described be established to provide a mechanism for orderly change in the degree process.

D. WHENCE AND WHITHER

Through the cacophony of CCV changes over the past three years, it is sometimes difficult to discern the clear note of progress. Up close, we tend to drown out with our own voices the sound of another's song. Yet leaning back a bit, we can hear it -- sometimes only an echo, but increasingly often these days, clear notes, sometimes even a hint of a melody.

Steadily, our communities are filling with people who know how we work and who support our activities. Steadily, we grow clearer and more sure of our own professional competence. Steadily, we become more aware of how we are seen in a national perspective. And most important of all, steadily our students grow more sure and more competent.

We have come a long way. Like that antedeluvian beast, we have emerged now from the ooze and stand poised to walk on the land. A whole new forest lies ahead. Some tasks, nearby, will require only moving ahead in directions well established. Others, more distant, will demand a whole array of new approaches.

Immediate tasks:

Assuming the bulk of the recommendations are adopted, at least the following tasks must be accomplished:

- continued development of the supportive contracting materials
- development of a contracting screening process and materials
- development of Local Review Committee guidelines and training schema
- development of detailed curriculum back-up materials
- development of materials to support the competence areas.

Long-term tasks:

There are many - among them, an attack on the problem of "standards", and a full-blown follow-up study. For our purposes here, however, we wish to point to what appears to be the shadow of a rather formidable hulk in the forest.

A. The number of students currently demanding entry to the contracting process is considerably more than we are serving. Demand will certainly grow greater and faster as our influence in communities extends.

B. Our current process requires an extraordinarily high degree of counselor-student contact time. It is clear that even group contracting is not enough to meet the growing demand.

C. Given these two propositions, it appears that we have at least three choices:

1) Develop an alternative degree process which allows students to "add up" competence in some way without actually putting together a contract.

2) Create a set of self-instructional materials to help unusually self-motivated students develop their own contracts.

3) Develop a comprehensive plan for extending the contracting process and support system more fully into the community so that individuals and agencies other than ourselves are taking on the contracting process.

Our own preference lies with the latter two alternatives. As should have been clear in the early part of this report, we believe it is still too early to assume that the contracting process cannot be effectively used with all contracting students.

Whichever we choose, however, it is imperative that we fix long-term sights on the problem, for we are already stumbling toward it. Without our careful thought and coherent effort, it will be upon us before we know it.

E. APPENDIX

A Summary of Recommendations

1. Our Graduates

   a. That the college recognize formally the recommended four criteria and the areas of competence as essential characteristics desired of any graduate.

   b. That consideration be given to developing a detailed follow-up study of graduates including a model to measure growth along these criteria.

2. The Degree Program Structure

   a. That the college incorporate into planning a detailed schedule for full implementation of the new structure.

   b. That all present documents be re-written to describe the new procedures.

3. The Degree Development Sequence

   a. That the college adopt the model presented and use it as the basis for planning future activities, developing materials, and identifying staff functions.

   b. That the college place major emphasis on the development of specific materials to support students, staff, and Local Review Committee members at every phase of the contracting process.

   c. That the college place equal emphasis on training for staff and Local Review Committee members in the implementation of the process.

4. The Local Review Committee

   a. Clearly identify the "fit" between the Local Review Committee and the degree development process. On this basis, identify the particular functions to be played at each stage of the process. Relate this to the roles to be played by members.

   b. Develop a detailed and comprehensive set of guidelines for LRC members clarifying the above model and clearly specifying the nature of the role to be played at a particular time.

Include in the guidelines whatever supportive materials may be necessary, explaining college procedures, ground rules, policies, and expectations.

c. Develop a sequence and supportive materials for a comprehensive orientation and training procedure for LRC members.

d. Establish a staff, student, expert "Study Group" to explore how we can develop clear program standards for use by students and LRCs.

e. Place high college priority on obtaining funding to provide some form of reimbursement for LRC members.

f. Identify criteria and required competence for the chairship of LRCs and select from the college staff at large for the position.

5. The CCV Review Board

a. That the college accept the following functions for the Board:

1 - to provide a final point of appeal for students, Local Review Committees, or staff people who wish a final ruling on a matter;

2 - to ensure college-wide consistency by sampling contracts across sites or programs;

3 - to provide rulings on degree policy and procedures emerging from selected contracts;

4 - to provide a mirror of community standards and reactions to student work;

5 - to carry out continuing review and evaluation of the entire contracting and degree process at CCV and to make recommendations for changes to the Decision Team.

b. That the college develop and make generally available a clear explanation of how the review process operates at this level, including criteria for referrals to the Board.

6. Teachers

   a. That the college incorporate into its planning a major effort to explore and implement ways to integrate more fully what students need to learn as a part of the contracting process with what happens in the classroom.

   b. That included in the effort be:

      - ways to help students make better use of their teachers;

      - ways to inform teachers more fully about the contracting process and what part they can play in it;

      - ways to help teachers design their courses to focus on the college competence areas, including assessment of past learning.

7. A Mechanism for Orderly Change

   a. That a standing committee as described be established to provide a mechanism for orderly change in the degree process.

APPENDIX C

STUDENT SELF-ASSESSMENT OF NON-SPONSORED LEARNING

A CAEL Special Project

Interim Report
May 6, 1975

COMMUNITY COLLEGE OF VERMONT

The CAEL Special Project proposal identified the need to create materials to help students in developing their own statements of of competence. To do this, it identified the following tasks:

A. Survey existing material in competency-based education, especially work done with student-written statements of experiential learning.

B. Analyze current practices at the Community College of Vermont in the assessment of prior experience.

C. Identify problems met in the CCV process by students, staff, and community experts in working according to current practice.

D. Identify the defining characteristics of a "good" competency statement and provide a number of examples.

E. Identify a model, or several models, of the learning sequence through which the learner goes in confronting and overcoming the problem of assessing prior experience for competence.

F. Develop a model teaching sequence and sets of materials for use by counselors or trainers in moving learners through the sequence.

G. Test materials.

H. Evaluate field-testing of materials and summarize results.

To date, we have accomplished tasks A through F. Testing and evaluation of materials are being carried out currently. We expect to produce a final report by July 1, 1975. That report will include:

a) a rationale for the process in terms of overall educational goals.

b) a description of the conceptual and emotional barriers confronted by students in assessing prior experience.

c) a model sequence of exercises designed for use with students in a group setting aimed at helping them overcome the barriers.

d) materials to support those exercises.

e) results of a round of field-testing of the materials.

Although full details will be provided in the final report, a brief summary of our findings so far would make these points.

A. We have been unable to find any institution engaged in helping students develop their own statements of competence. We look forward to meeting such people, if they exist, at the CAEL conference.

B. CCV has been assessing prior experience for the Associate Degree for the past three years. This has been done in the context of a "contract" linking broad college-set goals with specific student-written statements and appropriate documentation. Until very recently, however, the "student statements" tended to describe experience more often than competence and supporting evidence was related to that experience. For obvious reasons, we are trying to get away from that pattern and move toward helping students analyze their experience to extract from it broad statements of learning and thence, specific statements of competence.

C. Simply put, many students find it very difficult to extract what they have learned from what they experienced. To abstract yet another step and identify a specific transferrable competence doubles the difficulty. We know from experience, however, that it is possible and that given a clear, step-by-step sequence, students find it not only possible but a rewarding experience in self-discovery as well.

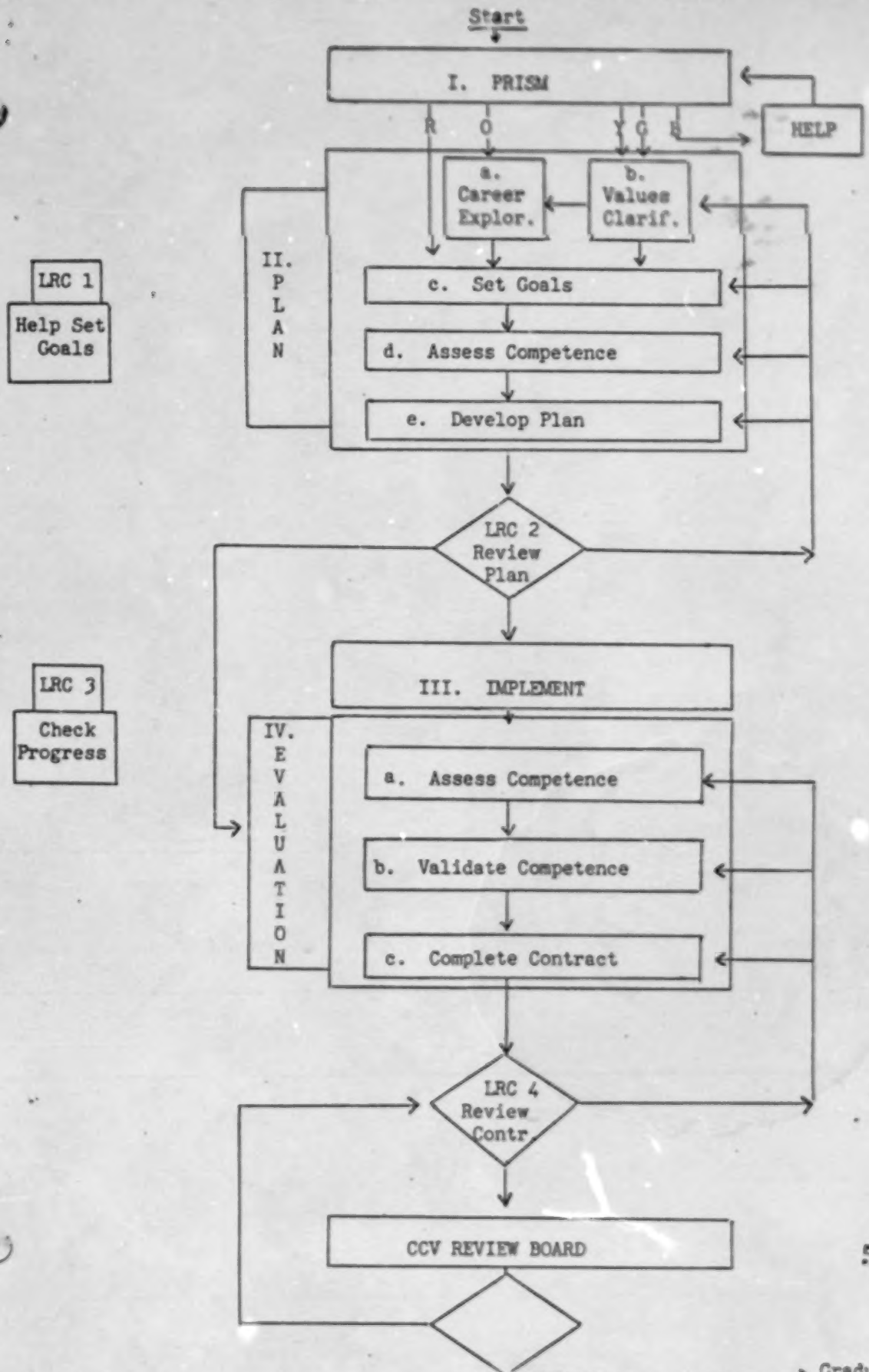
D. As we are now defining it, a "good" statement identifies a skill or bit of knowledge that the student has acquired which can be transferred to another situation. It is essentially an assertion of competence which the student will validate and document through any of a variety of evaluation methods. It is roughly equivalent to the "behavior" portion of a behavioral objective. It is written, however, in the present tense, and does not include a description of the setting or an evaluation criterion.

E, F. These are attached. It should be noted that they are still very much in draft and may be revised considerably upon completion of field testing.

We regret that we have not been able to provide full sets of the experimental materials to everyone who has requested them but costs have not made it possible. We will, however, make available the final report and completed materials this summer.

L. A. Daloz
Director, Learning Services
Community College of Vermont
P. O. Box 81
Montpelier, Vermont

CCV DEGREE DEVELOPMENT SEQUENCE



APPENDIX D

In April, 1975, Kathleen Rice, a student at Columbia University, concluded a study, as her dissertation project, on The Impact of CCV Courses on Adult Decision Making Behavior. Some important conclusions and recommendations emerged from this study. These were:

- Most of the students sampled (30 out of 39) found the study plan workshops extremely valuable in its emphasis on learning about values and career alternatives.

- 88% felt that adults need help in acquiring decision-making skills.

- 75% felt that the workshop met their objectives.

- Over three-quarters reported that the workshop helped them make better, more personally satisfying decisions after the workshop was over.

"It was found that the courses met their stated objectives in that they: (1) increased participant self-awareness especially in terms of values clarification, (2) enhanced their skill to translate values into objectives and goals, (3) increased their awareness of environmental opportunities (and, presumably, limitations) especially with regard to educational and career alternatives and to acquire relevant and reliable information associated with those alternatives, and (5) fostered an attitude of planfulness in that participants seemed able to integrate the above knowledge into a plan for decision making especially with regard to contract formation. Because, as has been argued, these behaviors are essential to wise and skillful decision making, and because the results indicate that the courses enhanced overall decision making abilitiy as measured by the CDE, it is concluded that the course had a substantial and positive impact on the decision-making behavior of their adult students.

Furthermore, since the results revealed that the courses had positive impact relating to skills which connect decision-making ability to vocational development, it appears that the courses' emphasis on counseling for decision making had a favorable impact on the broader goal of enhanced vocational development. Thus, we may conclude that the courses fostered the vocational maturity of its adult students."

The results of this study show that the counseling in study plan workshops has produced the desired effects relative to helping students set goals and objectives and to fostering vocational development. Adult students both need and want counseling for decision-making skills. Perhaps one implication of this study would be for the College to offer decision-making courses to the general student body rather than just to students in study plan workshops.

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APPENDIX E

The following people and institutions have produced materials which we found especially helpful. Our thanks to all.

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